

## Year Six

### Autumn Term – ‘Lest We Forget’

As readers, our children will use the following texts to support their learning:

#### Fiction

‘Goodnight Mr Tom’ by Michael Magorian

‘Letters from the Lighthouse’ Emma Carroll

#### Non-Fiction

‘World War II’ by Dorling Kingsley

#### Poetry

Poems from the Second World War

‘Bournemouth, September 3<sup>rd</sup> 1939’ by Anthony Thwaite

#### Marshland Moments

44. Build a shelter

45. Visit St. Nicholas Church

#### Key Events

##### St. Nicholas Church

Educational Visit

##### Eden Camp

Educational Visit

As mathematicians, our children will access the White Rose scheme and study:

- Place Value
- Number – Addition, subtraction, multiplication and division
- Fractions and decimals
- Geometry – position and direction
- Review and consolidation

Our children will use the texts and the links to the curriculum to develop their skills as writers of:

- letters – writing home once we have been evacuated
- character descriptions – understanding the characters in ‘Goodnight Mr. Tom’
- newspaper articles – reporting on The Blitz
- narratives – considering an alternative ending to ‘Letters from the Lighthouse’
- information texts – linked to the Blitz
- poems – poetry writing as an evacuee
- diaries – experiencing ‘the day the bomb landed’
- biographies – looking at the life of Winston Churchill



<p><b>As scientists, our children will work scientifically:</b></p> <ul style="list-style-type: none"> <li>- planning different enquiries</li> <li>- taking measurements and using a range of scientific equipment</li> <li>- recording data and results and presenting these using a range of methods</li> <li>- using test results to make predictions and carry out further tests</li> <li>- reporting and presenting their findings</li> <li>- identifying scientific evidence that has been used to support or refute ideas</li> </ul>	<p><b>The children will also study the following two units:</b></p>	
<p><b>As designers and users of technology, our children will develop their cooking skills and their knowledge of nutrition by:</b></p> <ul style="list-style-type: none"> <li>- evaluating existing products that use recipes and ideas for meals using rations</li> <li>- design and make a meal considering the period from history</li> <li>- evaluate our own and the meals of others</li> </ul>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>- recognising that light travels in straight lines</li> <li>- explaining that objects are seen because they give out or reflect light</li> <li>- explaining how we see things</li> <li>- explaining why shadows are the same shape as the objects that cast them</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>- investigating how the number and voltage of cells affects a circuit</li> <li>- comparing and giving reasons for variations in how components function</li> <li>- using recognised symbols when representing a simple circuit in a diagram</li> </ul>
<p><b>As geographers, our children will:</b></p> <ul style="list-style-type: none"> <li>- find out about the world as they study World War II</li> <li>- locate the world's countries and describe features studied using maps, atlases, globes and digital/ computer mapping</li> </ul>	<p><b>As artists, our children will:</b></p> <ul style="list-style-type: none"> <li>- develop their knowledge and skills when drawing and sketching, producing perspective drawings based on the shelters in World War II</li> <li>- understand how 'Henry Moore' contributed to the culture, creativity and wealth of our country</li> <li>- recognise the influence of the great architect 'Daniel Libeskind'</li> </ul>	
<p><b>As linguists, our children will:</b></p> <ul style="list-style-type: none"> <li>- begin to speak more confidently in French; greeting, counting, saying the days of the week and expressing likes and dislikes</li> </ul>	<p><b>As historians, our children will develop an understanding of:</b></p> <ul style="list-style-type: none"> <li>- an aspect of British history beyond 1066, focussing on World War II</li> </ul>	
<p><b>In physical education, our children will:</b></p> <ul style="list-style-type: none"> <li>- play competitive netball and basketball games with a focus on Invasion</li> <li>- link their movement to the history unit studied with a focus on gymnastics</li> </ul>	<p><b>As musicians, our children will:</b></p> <ul style="list-style-type: none"> <li>- listen with attention to detail to the music genres of pop and jazz,</li> <li>- use their voices and instruments to sing and perform with increasing accuracy, fluency, control and expression</li> <li>- improvise and compose using the inter-related dimensions of music</li> </ul>	
<p><b>Investigating world religions through the Doncaster Agreed Syllabus for Religious Education, our children will investigate:</b></p> <ul style="list-style-type: none"> <li>- what do religions say to us when life gets hard? – <i>focus on 'believing'</i></li> <li>- is it better to express your religion in arts and architecture or in charity and generosity – <i>focus on 'expressing'</i></li> </ul>	<p><b>In Personal, Social and Health Education, our children will:</b></p> <p>Being Me in my World - <i>planning the forthcoming year, being a citizen and recognising the impact behaviour has on a group</i></p> <p>Celebrating Difference - <i>explaining how differences can be a source of conflict</i></p>	
	<p><b>As computers and users of technology, our children will:</b></p> <ul style="list-style-type: none"> <li>- begin to use spreadsheets with simple formula</li> <li>- understand how binary is used in computing</li> <li>- use quizzing effectively</li> </ul>	

